







How to support your child at home with reading.

Choice of text

With children becoming more fluent readers and accessing a wider range of texts, it is important to ensure that these are of a high quality. All children will have the opportunity to choose texts from the school reading areas. Please also consider the library too. Children will discuss what they are reading, why this is of interest to them and will be offered recommendations that will suit their individual needs. Although children may prefer to read independently, it is important that this is also still included in their reading record so that it is clear reading at home is taking place.

What can I ask my child about their book?

At school we use VIPERS reading skills to answer questions about texts and therefore children are familiar with the word each letter is abbreviating (V = Vocabulary). Please use a variety of these sentence stems to ask your child questions when they read, whether that be to you or when they read independently. The sentence stems can be found in your child's reading record too.

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none">• What do the words and suggest about the character, setting and mood?• Which word tells you that.....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means.....• Find and highlight the word that is closest in meaning to.....• Find a word or phrase which shows/suggests that.....	Example questions <ul style="list-style-type: none">• Find and copy a group of words which show that...• How do these words make the reader feel? How does this paragraph suggest this?• How do the descriptions of show that they are• How can you tell that.....• What impression of do you get from these paragraphs?• What voice might these characters use?• What was thinking when.....• Who is telling the story?	Example questions <ul style="list-style-type: none">• From the cover what do you think this text is going to be about?• What is happening now? What happened before this? What will happen after?• What does this paragraph suggest will happen next? What makes you think this?• Do you think the choice of setting will influence how the plot develops?• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions <ul style="list-style-type: none">• Why is the text arranged in this way?• What structures has the author used?• What is the purpose of this text feature?• Is the use of effective?• The mood of the character changes throughout the text. Find and copy the phrases which show this.• What is the author's point of view?• What affect does have on the audience?• How does the author engage the reader here?• Which words and phrases did effectively?• Which section was the most interesting/exciting part?• How are these sections linked?	Example questions <ul style="list-style-type: none">• How would you describe this story/text? What genre is it? How do you know?• How did...?• How often...?• Who had...? Who is...? Who did...?• What happened to...?• What does..... do?• How is?• What can you learn from from this section?• Give one example of.....• The story is told from whose perspective?	Example questions <ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• What happened after?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/ middle/end of the story?• In what order do these chapter headings come in the story?

Top tips for reluctant readers

- Read about something you're interested in – for example, reading a comic alongside a book.
- Make reading part of a routine – whether it be in the car on the way to school, after school, or before bed.
- Make books fun – pop into book shops and see what catches your eye or do some comparison detective work comparing your favourite film to the book. Which do you prefer and why?
- Share the reading – parents could read one page or chapter, and then alternate.
- Audio books are books too! 😊
- Newspapers are fine too!

Reading for pleasure

Great websites for recommendations that are age appropriate:

- [Best Books for Year 4 | Ages 8-9 | The Reader Teacher](#) strongly recommend this for reviewed books for all children. There is also a great section on 'reluctant reader' books too and is regularly updated to keep current.
- [Books for Year 4 children aged 8-9 | School Reading List](#) - regularly updated and great reviews.
- [Books for Year 5 children aged 9-10 | School Reading List](#) - regularly updated and great reviews.

Please also refer to the 'reading underground maps' to see what your child **may** enjoy based on what they have read so far... **Good readers, are often good spellers too.**

Best ways to promote reading for pleasure-

- Read at home and let your child see you reading!
- Make sure books are out at home!
- Have a dedicated 'reading space' like a comfy chair, or a reading light in a quiet place.
- Make the library a weekend trip!
- Encourage your child to engage with authors outside of school- write emails, letters or thank you notes to authors together.

Choose Books That Are At An Appropriate Reading Level For Your Child

- 📖 Use the five finger rule.
Open the book to any page and ask your child to read. Put up a finger every time your child does not know a word. If you have put up more than five fingers before the end of the page, this book is too hard for your child.
- 📖 Choose books that match your child's likes and interests.

How to support your child with spelling

Children complete their spellings at school through Spelling Shed. They have a list set via Spelling Shed each week and may have additional individualized lists added if spelling is noticed as an area of more tailored support.

Top strategies taught in school to do at home too:

- Children in Year 4 and Year 5 are never too old to sound out!
- Syllabification – chunk up the word into syllables.
- Mnemonics- such as 'big elephants can always understand small elephants'
- Analogy- recognising similar words with the same sound 'park', 'dark', 'mark'
- Get creative- Paint your spelling words, write them in playdough, use gel pens, write on windows (with the correct pens!) ... if it is fun, it will be less of a barrier to do.
- Games - scrabble, wordsearches, bananagrams, crosswords, hangman
- Spelling Bee- race your parents/ grandparents for some added competition.

The infographic consists of seven numbered boxes arranged in a grid-like fashion, each containing a different strategy for supporting a child with spelling. The boxes are color-coded: 1 (green), 2 (teal), 3 (light blue), 4 (dark teal), 5 (dark green), 6 (dark green), and 7 (teal).

- 1** Have your child write spelling words:
 - On paper with pencils, pens, markers or paint
 - With chalk on a sidewalk or patio
 - With dry erase markers on a mirror
 - Type on the computer
 - With his/her fingers in a plate of pudding
 - With fingers in shaving cream on a counter
- 2** Have your child spell the words out loud while you are in the car or in line at a store
- 3** Spell words using blocks, Scrabble tiles, or flash cards
(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)
- 4** If the list of words to learn is long, have your child choose 4-5 to focus on at a time
- 5** Have your child write the words in alphabetical order or in order from shortest to longest
- 6** Play "Hangman" with your child using the spelling words
Make crossword puzzles and word searches with the spelling words for your child to solve
- 7** Combine spelling with physical activity
Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

The statutory spelling lists:





Year 3 and Year 4. In Year 3 children needed to be able to **read** these words, in Year 4, they need to know how to **spell** them too.

accident(ally)	disappear	interest	probably
actual(ly)	early	island	promise
address	earth	knowledge	purpose
answer	eight	learn	quarter
appear	eighth	length	question
arrive	enough	library	recent
believe	exercise	material	regular
bicycle	experience	medicine	reign
breath	experiment	mention	remember
breathe	extreme	minute	sentence
build	famous	natural	separate
busy	favourite	naughty	special
business	February	notice	straight
calendar	forward(s)	occasion(ally)	strange
caught	fruit	often	strength
centre	grammar	opposite	suppose
century	group	ordinary	surprise
certain	guard	particular	therefore
circle	guide	peculiar	(al)though
complete	heard	perhaps	thought
consider	heart	popular	through
continue	height	position	various
decide	history	possess(ion)	weight
describe	imagine	possible	woman
different	increase	potatoes	women
difficult	important	pressure	

Year 5 and Year 6. In Year 5 children needed to be able to **read** these words, in Year 6, they need to know how to **spell** them too.

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Other ideas for ways to practice:

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 

How to support your child with maths

At school we will continue to use TT Rockstars which can be accessed at home at

<https://trockstars.com/>. Children in Year 4 and Year 5 are expected to know their log in and password.

Additional Useful Websites:

- Top Marks: <https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>
- **I mainly recommend:** Hit the button (for times table practice, number bonds, doubling and halving)
- Maths Frame: <https://mathsframe.co.uk/en/resources/category/22/most-popular>
- Guardians of Mathematica- BBC Bitesize.

Other ways to support your child with times tables

Learning through dancing/ singing/memorable sayings:

- BBC Supermovers- <https://www.bbc.co.uk/teach/supermovers>
- YouTube also has a variety of times table songs done to current pop songs which may appeal to some children
- Practical activities at home work well. "I ate 7 smarties every day for 6 days. How many did I eat all together?"

The tables to learn

	1	2	3	4	5	6	7	8	9	10	11	12
1	1x1	2x1	3x1	4x1	5x1	6x1	7x1	8x1	9x1	10x1	11x1	12x1
2	1x2	2x2	3x2	4x2	5x2	6x2	7x2	8x2	9x2	10x2	11x2	12x2
3	1x3	2x3	3x3	4x3	5x3	6x3	7x3	8x3	9x3	10x3	11x3	12x3
4	1x4	2x4	3x4	4x4	5x4	6x4	7x4	8x4	9x4	10x4	11x4	12x4
5	1x5	2x5	3x5	4x5	5x5	6x5	7x5	8x5	9x5	10x5	11x5	12x5
6	1x6	2x6	3x6	4x6	5x6	6x6	7x6	8x6	9x6	10x6	11x6	12x6
7	1x7	2x7	3x7	4x7	5x7	6x7	7x7	8x7	9x7	10x7	11x7	12x7
8	1x8	2x8	3x8	4x8	5x8	6x8	7x8	8x8	9x8	10x8	11x8	12x8
9	1x9	2x9	3x9	4x9	5x9	6x9	7x9	8x9	9x9	10x9	11x9	12x9
10	1x10	2x10	3x10	4x10	5x10	6x10	7x10	8x10	9x10	10x10	11x10	12x10
11	1x11	2x11	3x11	4x11	5x11	6x11	7x11	8x11	9x11	10x11	11x11	12x11
12	1x12	2x12	3x12	4x12	5x12	6x12	7x12	8x12	9x12	10x12	11x12	12x12

1 x facts Doubles Squares New Facts Known Facts

Multiplication Grid that can be used in a variety of ways:

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Mental Maths to practice at home Y4:

- Addition and subtraction of multiples of 10 (e.g. $70 + 30 = 100$, $50 + 60 = 110$,
- Addition and subtraction of multiples of 100 where the answer is 1,000 or less (e.g. $300 + 400 = 700$, $400 + 600 = 1,000$);
- Double and halves of multiples up to 100 (e.g. double 60 = 120, half 50 = 25);
- Multiplying two-digit numbers by 10 (e.g. $24 \times 10 = 240$);
- Half any even number to 100 (e.g. half of 22 = 11);
- Multiply two and three-digit number by 10 and 100 (e.g. $24 \times 100 = 2,400$)

Mental Maths to practice at home Y5:

- Add and subtract multiples of 10 (e.g. $70 + 30 = 100$, $50 + 60 = 110$,
- Add and subtract multiples of 100 (e.g. $400 + 600 = 1,000$, $800 + 500 = 1,300$);
- Add and subtract multiples of 1000 (e.g. $3000 + 4000 = 7000$);
- Double and halves of multiples of 10 to 100 (e.g. double 60 = 120, half 50 = 25);
- Quadruples ($\times 4$) of all numbers to 10 (e.g. $6 \times 4 = 24$);
- Multiplying two-digit number by 10. (e.g. $24 \times 10 = 240$);
- Halves of any number to 100 (e.g. half of 22 = 11, half of 51 = 25.5);
- Multiplying and dividing any number by 10 and 100 (e.g. $24 \times 100 = 2,400$, $45 \div 100 = 0.45$, $3.4 \times 10 = 34$);
- Squares of all number up to 12;
- And cubes of 2,3,4 and 5

Multiplication tables check

Do you have a child in year 4 at primary school?

If so, your child will be participating in the multiplication tables check in June.

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

What is the multiplication tables check?

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

What if my child cannot access the check?

There are several access arrangements available for the check, which can be used to support pupils with specific needs. Your child's teacher will ensure that the access arrangements are appropriate for your child before they take the check in June.

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements. If you have any concerns about your child accessing the check, you should discuss this with your child's headteacher.

Do I need to do anything to prepare my child for the check?

No, you do not need to do anything additional to prepare your child for the check. As part of usual practice, teachers may ask you to practise times tables with your child.

<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>

How are we going to prepare the children?

Alongside support from home, Year 4 children will have the opportunity to use the chrome books to practice their times tables in the format of the government test. They may be:

- Practicing the times tables they find the trickiest as a whole class
- Practicing answering questions within the time allocation
- Fixing understanding surrounding common misconceptions
- Playing games related to tables and learning songs related to tables
- Practicing their supermover routines for confidence
- Completing times tables booklets twice a day as a whole class
- Regular 'officially unofficial' practices ran through TTRS to see how children are doing personally, locally and nationally.

Practice website that mirrors the **exact** format :

- <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
-

More information for parents here:

[Information for parents: multiplication tables check \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Times Table Check: Explained For Teachers & Parents \(thirdspacelearning.com\)](https://thirdspacelearning.com)